

ACCOMMODATIONS:

Reviewing Accommodations and Preparing for Dakota STEP Testing



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.



INCLUDING ALL STUDENTS IN STATE ACCOUNTABILITY

- Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students.
- AYP requires a 95% participation rate.
- SPP for 2009, requires 99.2 % participation for the students with disabilities subgroup.

State and District Assessments

- State Writing – 5, 7, & 10
 - Dakota STEP – 3-8 & 11
 - Dakota STEP-A – 3-8 & 11
 - 8th Grade Technology Assessment
-
- District-wide Assessments (ex. SAT 10)



Understanding Accommodations



What are Accommodations?

- **Definition:**

- Accommodations are practices and procedures in the areas of *presentation, response, setting, and timing/scheduling* that provide equitable access during instruction and assessments for students with disabilities.

Accommodations

- Refer to the actual teaching supports and services that the student may require to successfully demonstrate learning.
- Should not change expectations to the curriculum grade levels.
- Help to reduce or eliminate the students disability but does not reduce the learning expectation.
- Provide a student equal access to learning and equal opportunity to demonstrate what is known

Eligibility for Accommodations

- To be eligible for accommodations, the student must:
 - Have a disability that necessitates accommodations
 - Have documentation on file at school that supports the need for the accommodation
 - Receive and use the requested accommodations for instruction and at least 5 weeks prior to assessment



Accommodations

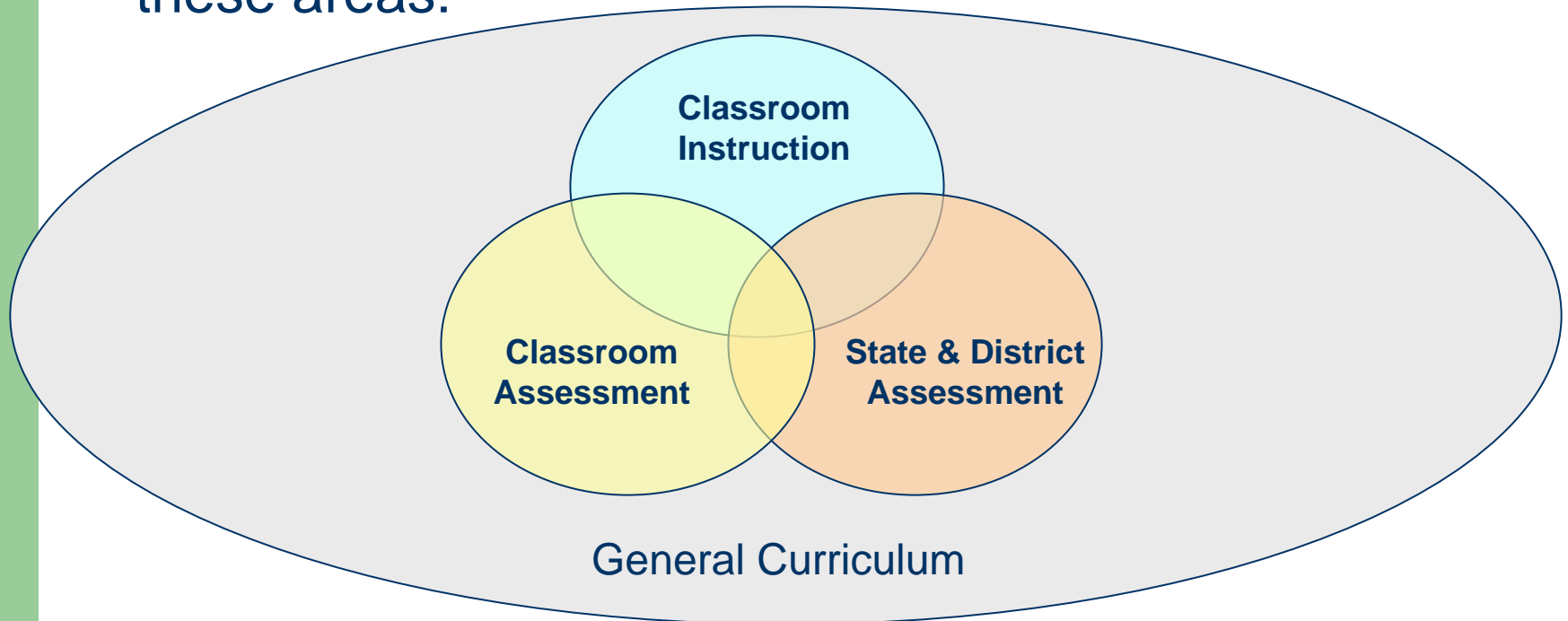
- **Accommodations** refer to the actual teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels.

Examples

- | | |
|---------------------|------------------------|
| ● taped books | ● study carrel |
| ● math charts | ● amplified system |
| ● additional time | ● Braille writer |
| ● tests read aloud | ● adapted keyboard |
| ● preferred seating | ● specialized software |

Accommodations: The Big Picture

- The use of accommodations are linked through each of these areas:



Accessibility For All Students

- **All** students can be provided good instructional practices.
- Some instructional practices can also be accessed during testing in the areas of:
 - Testing Environment
 - Directions
 - Assistance

Accessibility Options

- These options must be used throughout the year and cannot be used only on state tests.
- If used by a Special Education, 504, or LEP student do not code as an accommodation unless specifically documented on their plan.



Modifications

What About Those Modifications?

- **Definition:**

- Modifications lower, change, or reduce learning expectations. Consistent use of modifications can increase the achievement gap.

Modifications

- Modifications can:
 - Result in implications that could adversely affect students
 - Increase the gap between the achievement and expectations for proficiency at a particular grade level.

Modification Implications

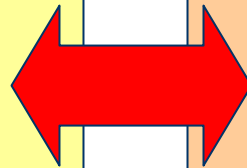
- Providing modifications during classroom instruction and/or classroom assessments may reduce the opportunity to learn critical content.
- Providing a student with a modification during a state accountability assessment will constitute a test irregularity and may result in an investigation into the school's or district's testing practices.

Accommodations VS. Modifications

Accommodations

(Standard Accommodations)

- ✓ **Eliminate or reduce effects of a student's disability**
- *Examples:*
 - Large Print
 - Assistive device or organizer
 - Change location
 - Increase amount of time to complete assessment or assignment



Modifications

(Non-standard accommodations)

- ✓ **Lowering learning expectations**
- *Examples:*
 - Requiring a student to learn less materials
 - Reducing assignments to easiest problems
 - Make assignments easier
 - Giving students hints and clues

Accommodations vs. Modifications

Modifications reduce expectations, could result in greater gaps, and could adversely affect student.



Accommodations vs. Modification

- Accommodations provide access and level the playing field.



Accommodations vs. Modifications



Accommodation
or
Modification

Accommodations vs. Modifications

Accommodation or Modification



Decision Making Process



Decision Making Process

- Accommodations must be selected on the basis of the individual student's needs and MUST be consistently used for instruction and assessment.

Decision Making Process

- Effective decision-making begins with making good instructional decisions based on the:
 - Student's abilities
 - Evaluation results
 - Data collected in the classroom
 - Testing
 - Student's disability
 - How the child's disability affects involvement in general education curriculum
 - Present Level of Performance (strengths and needs)

Appropriate Accommodations

- As a team, *Ask Questions* to help guide the selection of appropriate accommodations for students receiving special education services for the first time and for students currently using accommodations.
- **Question Number 1:**
 - *Can the student participate in the lesson in the same way as all other students?*
 - Don't assume the student's disability will affect their participation in the general classroom without modifications or supports.
 - *If 'No' then...*
- **Ask Question Number 2:**
 - *What supports and/or modifications are necessary for the students full participation in lessons?*

Potential problems in decision making

- Offering more (or fewer) accommodations than might be needed
- Mismatch between instruction and assessment accommodations
- Lack of documentation about decisions made
- Lack of knowledge about accommodation vs. modification
- Assessment implications



Documenting Accommodations

- Accommodations must be clearly documented in the IEP
 - Instructional accommodations
 - Assessment accommodations



Documenting Accommodations (cont.)

- Accommodations can be documented in 3 areas of the IEP
 - Consideration of Special Factors—
assistive technology devices and services
 - Supplementary Aids and Services—
aids, services, and other supports
 - Participation in Assessments—
how a student will participate in state and district-wide assessments



What doesn't work

- Checking off every accommodation available on the IEP, hoping “something” will work
- Routinely evaluating the effectiveness of accommodations
 - Failing to keep data on what accommodations do and do not work
 - Neglecting to phase out or add new accommodations
- Only considering the list of statewide assessment accommodations
- Providing a group of students the same accommodations



Preparing for Statewide Assessment



Plan prior to assessment

- “Who” will be providing the accommodation
 - Is the student familiar with the testers
 - Is any additional personnel required
- “Where” will the testing occur
 - Consider read aloud and modified schedule
- “How” is the accommodation to be administered
 - Have the appropriate staff received training in providing the accommodation for assessment
 - Is the student familiar with the procedures
 - Is any special equipment required



On the Testing Day

- Ensure all students receive appropriate accommodations as identified on IEP
- Use Test Irregularity Form to document any inconsistencies
- Code demographic page based on accommodations provided
 - Do not code situations that are due to the nature of the test
 - Do not code accessibility options if not on the IEP as accommodations

Accommodation chart on
page 57 of Test
Coordinator Handbook
(Writing pg. 35)

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Documenting Accommodations (cont.)

1 STUDENT NAME										TEACHER										SCHOOL																													
SCHOOL DISTRICT										GENDER										GRADE										DATE OF BIRTH										TEST DATE (Month/Year)									

2 LAST NAME															FIRST NAME															MI				
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5 CLASSIFICATION		
504 <input type="checkbox"/>	IEP <input type="checkbox"/>	LEP <input type="checkbox"/>

6 SUBJECTS FOR ACCOMMODATIONS		
READING	MATHEMATICS	SCIENCE
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20

3 RACE/ETHNICITY	
<input type="radio"/> White (Non-Hispanic)	<input type="radio"/> Asian or Pacific Islander
<input type="radio"/> Black or African American (Non-Hispanic)	<input type="radio"/> American Indian or Alaska Native
<input type="radio"/> Hispanic	<input type="radio"/> Other

4 GENDER	
<input type="radio"/> Female	<input type="radio"/> Male

7 DATE OF BIRTH		
Month	Day	Year
<input type="radio"/> Jan <input type="radio"/> Feb <input type="radio"/> Mar <input type="radio"/> Apr <input type="radio"/> May <input type="radio"/> Jun <input type="radio"/> Jul <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

8 STUDENT NUMBER														
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Ethical Testing Practices

- Unethical practices or inappropriate interaction between test administrator and student include:
 - Coaching student during test
 - Editing student responses
 - Giving clues in any way
 - Changing the content by offering additional information



Ensuring Standardization

- Standardization is the adherence of uniform administration procedures and conditions during an assessment
 - It is necessary to ensure that test results reflect actual student learning
 - The objective is to make fair comparisons between all students



A light green L-shaped decorative element is in the top-left corner. A dark blue horizontal bar with rounded ends spans across the upper middle of the slide.

Special Testing Considerations

Read Aloud



How would you read aloud this question?

Virginia covers one hundred two thousand, five hundred fifty-eight square kilometers of land. Which shows this number?

- A 1,258
- B 12,558
- C 102,558
- D 1,200,558

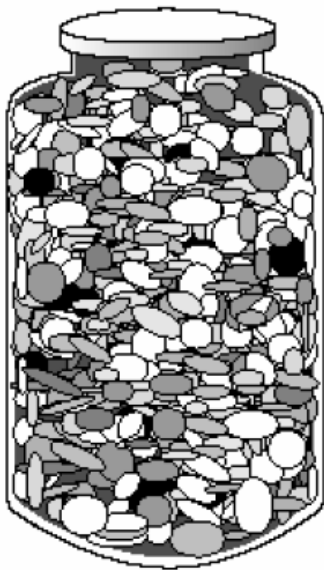
Virginia covers one hundred two thousand, five hundred fifty-eight square kilometers of land. Which shows this number?

- A 1,258
- B 12,558
- C 102,558
- D 1,200,558

- A one comma two five eight
- B one two comma five five eight
- C one zero two comma five five eight
- D one comma two zero zero comma five five eight"

How would you read aloud this question?

Brooke guessed that there are 605,788 buttons in the jar below.



??Guess
How
Many??

Which of the following shows 605,788 written in words?

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight

Brooke guessed that there are 605,788 buttons in the jar below.



Which of the following shows 605,788 written in words?

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight

"Brooke guessed that there are six zero five comma seven eight eight buttons in the jar below. Please refer to the diagram in your test booklet. The diagram has a sign stating, guess how many? Which of the following shows six zero five comma seven eight eight written in words?"

- A Six hundred, seventy-eight
- B Six hundred five, seven hundred eighty-eight
- C Six hundred five thousand, seventy-eight
- D Six hundred five thousand, seven hundred eighty-eight"

How would you read aloud this question?

The numbers in this table follow a linear pattern.

p	w
-3	14
-2	11
-1	?
0	5
1	2
2	-1

What is the missing value?

- A 7
- B 8
- C 9
- D 10

The numbers in this table follow a linear pattern.

p	w
-3	14
-2	11
-1	?
0	5
1	2
2	-1

What is the missing value?

- A** 7
- B** 8
- C** 9
- D** 10

This item should be read:

" The numbers in this table follow a linear pattern. The table is a seven by two column table read left to right top to bottom; It says, p , w ; negative three, fourteen; negative two, eleven; negative one, question mark; zero, five; one, two; two, negative one. What is the missing value?

- A seven
- B eight
- C nine
- D ten"

Scribe

- **Scribe**

- Writes down or transcribes what a student indicates through assistive device, pointing, sign language, or speech.



Scribe

- **Scribe**

- May not edit or alter student work
- Must record word for word
- May not answer or explain anything
- Must allow student to review and edit
- Student must tell scribe about punctuation & capitalization without scribe asking



Wrap Up



- Be prepared for assessment day. Have a plan and review it with appropriate personnel, even if it seems obvious.



State Monitoring of Accommodations

Areas of Concern

- ***Read Aloud:***

- High percentage of students with read aloud. Not being documented appropriately

- ***Environmental Adaptations:***

- Students received instructional accommodations but did not receive them for assessment.

Accommodation Monitoring

- What will the Monitoring look Like:
 - Verify accommodations are related to disability
 - Verify assessment accommodations were used for instruction
 - Verify accommodations were provided for assessment

What do we look for?

- **Question 1:** *Are the accommodations/modifications appropriate for the skill area affected by the disability?*
 - Special Ed. evaluation information
 - PLOP
 - Annual goals
 - Instructional accommodations
 - Special Factors
- Do the instructional accommodations support the needs identified?

Reviewing the IEP

Individual Education Program

Page 1

Student Name	Meeting Date 2/11/08	Purpose of Meeting <input type="checkbox"/> Initial Eligibility, IEP, Placement <input checked="" type="checkbox"/> Annual Review of IEP <input type="checkbox"/> Three Year Reevaluation <input type="checkbox"/> Dismissal from Services Date: _____ <input type="checkbox"/> Parent Request <input type="checkbox"/> Other: _____
Student Information Management System (SIMS) Number	Age 13 Grade 7th	
	Date of Birth 1/31/1995	
<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Date Services Begin 2/12/08	Discussed evaluation results/progress/assessment method <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian initial)
Ethnicity: (W,B,I,H,A) W		Copy of evaluation results received <input checked="" type="checkbox"/> Yes _____ (Pa
School of Residence	Annual Review Date 2/11/09	*Transition Planning Needed <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, attach applicable transition page
Attendance Center	Parent/Guardian Name, Address, Phone	Student is eligible for special education or special education services as determined by the IEP team <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Date of Eligibility Determination: 3/05/2006		An annual copy of Parent/Guardian Rights was received a _____ (Date) _____ (Parent/Guardian
Three Year Reevaluation Due By: 3/4/2009	Hm: Wk: Parent/Guardian Name, Address, Phone	A copy of the IEP was provided to parent/guardian <input checked="" type="checkbox"/> Yes _____ (Parent/Guardian Initial)

Reviewing the IEP

Present Levels of Academic Achievement and Functional Performance

Using the read-aloud accommodation, on the English: Reading/Literature and Research test correctly answered 31 of 42 items which is a grade appropriate score. He answered more items correctly in the reporting category of understands a variety of printed materials/resource materials (17 of 21) than in the category of understands elements of literature (14 of 21). On the English: Writing test he correctly answered 31 of 44 items which is slightly below grade level. He answered more items correctly on the multiple-choice test (16 out of 20 items) than on the short paper test (15 out of 24). Both tests require the student to use the essential skills of planning, composing, and revising in a variety of forms for a variety of purposes, and editing for correct use of language, capitalization, punctuation, and spelling. His most recent standardized testing shows he continues to perform in the low average range (standard scores ranging from 75 to 85) in basic reading skills and has particular difficulty with fluency and comprehension. These assessment performance indicators are consistent with difficulties in his classes on materials where independent reading is expected. His teachers reported that he is a motivated student who actively engages in classroom activities. He is well liked by peers and successfully participates in extra-curricular activities. The English and history teachers report that he had to be continually redirected during instructional time due to excessive talking. He talks over other students and the teacher during instruction and gets angry when redirected. Assigned seating closer to the teacher and quiet teacher reminders reduced these behaviors but did not eliminate them.

Using instruction-based assessment, class work samples from English, history, and science were analyzed (work samples file, September-January). This revealed that was successful with reading comprehension tasks that require completing a sentence with one word, matching vocabulary with definitions, providing a short answer in writing and verbally (grades ranged from 80%-C to 100%-A). He was less successful with demonstrating his knowledge of concepts covered in these classes when using essay formats (grades ranged from 30%-F to 80%-C). He received better grades on oral presentations on the concepts covered (grades ranged from 80%-C to 100%-A). During several observations in history and English classes, he corrected himself when answering factual questions on the content. When asked to read aloud he approached the task with persistence and was careful to decode the words, which resulted in a slow pace. is able to independently use phonics and word analysis (prefixes and suffixes) to decode vocabulary used in his classes and find factual information from two-page stories or passages. He was more successful answering inferential questions and making predictions when the passage was read aloud to him than when reading on his own due to losing context as a result of his slow pace. He was able to decode but not always define or use science and history vocabulary. He attempted to use context clues to define new vocabulary.

benefits from the use of content enhancement routines, graphic organizers, and verbal discussion of complex concepts, as well as repeated exposure to new information. Class material (textbooks, articles, etc.) and tests above his independent reading level should be provided on tape or read to him, should continue to work on increasing his reading fluency and using strategies to understand and remember new vocabulary. should be provided with strategies to approach creative writing assignments such as, the use of pre-writing techniques to select topics from his knowledge base and how to elaborate. needs positive supports to improve his on-task behavior in class and allow him to control his desire to talk out when it is not appropriate. The acquisition of self-monitoring skills this year will be an asset to him.

parents reported that he is able to successfully learn five new words per week in three content areas history, science, and English using flash cards with cueing three times a week that was provided as part of his homework assignments (parent teacher meeting, October 2007).

stated that he enjoys making things and playing most sports. He enjoys helping his uncle in the family restaurant and thinks that being a chef might be a “fun” job. He stated that he does best on class projects that allow him time to continually re-work until getting to the desired result and not being pressured by deadlines. He stated that he still does not read for pleasure but enjoys documentaries or taped materials. He uses the Internet to find information and enjoys interviewing experts in a topic area to get information.

is in the 7th grade, he was identified in 3rd grade as having a specific learning disability that impacted reading and written language. He also is diagnosed as having attention deficit disorder. During middle school, intervention has been geared to improving reading, writing, and learning strategies, which helped him to keep pace with his same age peers in all his academic classes, without this continued specialized instruction and behavior support he would not be successful in the general curriculum.

Consideration of Special Factors

Page 3

Is the student limited English proficient? ☐ Yes ☒ No

If the answer to this question is "yes", please explain the language needs of the student as these needs relate to the student's IEP.

Are there any special communication needs? ☐ Yes ☒ No

If the answer to this question is "yes", what direct instruction will be provided in the student's mode of communication?

Does the student require Braille? ☐ Yes ☒ No

If the answer to this question is "yes", what Braille services will be provided?

Does the student's behavior impede his or her learning or that of others? ☒ Yes ☐ No

If yes, what strategies are required to appropriately address this behavior, including positive behavioral interventions and supports?

— needs to improve his on-task behavior in class and acquire self-monitoring over his desire to talk out when it is not appropriate.
— has begun to show improvement with verbal reminders and redirection however he continues to need support. To support this but develop greater independence, will keep a two colored disc on his desk. If he wants to talk he will turn the disc to green and wait for a visual cue (nod yes or no) from the teacher to indicate if it is an appropriate time to talk. Data will be collected to determine how often he is requesting at appropriate times and inappropriate times and discussed at the end of the week. When he reaches 80% appropriate requests the chips will be phased out. A physical cue of touching on the back will be used to redirect him to on-task behavior, in conjunction with preferential seating in the front of the room.

Assistive Technology Devices and Services? ☒ Yes ☐ No

If yes, what device or service will be provided? Read & Write Gold software and texts on tape

Physical Education: ☐ Regular ☒ Not Required ☐ Adaptive: Refer to Goals/Goals & Objectives

Hearing Aid Maintenance: ☒ Not Applicable ☐ Yes: Personnel Responsible for Monitoring _____

Describe the monitoring process/frequency necessary for maintenance: _____

Assessment

1. ☒ Student will be taking state and district wide assessments with or without accommodations. (Accommodations will be determined on page 7.) (Annual goals required)
2. ☐ Student will be taking an alternate assessment (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short term objectives required)
 - a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) ☐ Yes ☐ No
 - b. Explain the reason why the student cannot participate in the regular assessment. _____

 - c. Explain the reason why the alternate assessment selected is appropriate for this student _____

3. ☐ State and/or district-wide assessments are not required at this student's grade level during the course of this annual IEP.

Measurable Annual Goal #__1__

When given an appropriate text, will ask four clarifying questions related to the text read, using why/what if/how questions with 100 percent accuracy in three of five trials, as measured by teacher-charted records.

Measurable Annual Goal #__2__

Prior to reading a selection, will look for new and unfamiliar words and use context while reading to define words with 90% accuracy per selection in four out of five trials.

Measurable Annual Goal #__3__

For the introductory chapter in each science and social studies unit, will apply context clues to define identified vocabulary terms and use a dictionary to check to see if their meanings are correct with 80% accuracy for each unit.

~~Accommodations/Modifications/Supplementary Aides and Services~~

1. Read & Write Gold or taped texts for reading units above fluency level, science and social studies

2. _____
3. _____

Frequency

daily

Location

general
classroom

Begin Date

2/12/08

Measurable Annual Goal #__1__

When preparing for a written assignment, _____ will produce a graphic organizer or outline of ideas in the pre-writing process, with 75% accuracy in two of three trials as measured by student work samples.

Measurable Annual Goal #__2__

When given a teacher generated model of organizational strategies and their key components (compare and contrast, organization by categories, and arrangement of spatial order, order of importance, climactic order), _____ will choose a pre-write strategy (outline web) and will organize evidence incorporating key components of organizational strategy before writing a multi- paragraph expository report/essay with 80% accuracy in three of five trials as measured by teacher-made writing rubric.

Accommodations/Modifications/Supplementary Aides and Services

1. Visual aides – organizational charts, templates

2. Extended time for written assignments requiring more than a paragraph response

3. Frequent breaks – after 20 minutes of writing a 5 minute break

4. _____

5. _____

Frequency

daily

daily

daily

Location

general classroom

general classroom

sped and general classroom

Begin Date

2/12/08

2/12/08

2/12/08

Duration

2/11/09

2/11/09

2/11/09

What do we look for?

- **Question 2: *Are the accommodations/modifications provided for DSTEP also provided in their instructional program?***
 - Instructional accommodations
 - Special Factors Page - assessment choice
 - Assessment accommodations on IEP
- Do the instructional and assessment accommodations align?

~~Accommodations/Modifications/Supplementary Aides and Services~~

1. Read & Write Gold or taped texts for reading units above fluency level, science and social studies

2. _____
3. _____

Frequency

daily

Location

general
classroom

Begin Date

2/12/08

Accommodations/Modifications/Supplementary Aides and Services

1. Visual aides – organizational charts, templates

2. Extended time for written assignments requiring more than a paragraph response

3. Frequent breaks – after 20 minutes of writing a 5 minute break

4. _____

5. _____

Frequency

daily

daily

daily

Location

general classroom

general classroom

sped and general classroom

Begin Date

2/12/08

2/12/08

2/12/08

Duration

2/11/09

2/11/09

2/11/09

Assessment

1. ☒ Student will be taking state and district wide assessments with or without accommodations. (Accommodations will be determined on page 7.) (Annual goals required)
2. ☐ Student will be taking an alternate assessment (The alternate assessment is for students working in the alternate achievement standards) (Annual goal and short term objectives required)
 - a. Does the student meet the significant cognitive disability criteria? (If no, student is not eligible to take the alternate assessment) ☐ Yes ☐ No
 - b. Explain the reason why the student cannot participate in the regular assessment. _____

 - c. Explain the reason why the alternate assessment selected is appropriate for this student _____

3. ☐ State and/or district-wide assessments are not required at this student's grade level during the course of this annual IEP.

1. ☐ Student will be taking the assessment without accommodations.

2. ☒ Student will be taking the assessment with the accommodations.

*****Teams must consider if the accommodations are approved for the applicable test administration.**

*****List the accommodations the student will be taking for each test/test area.**

(Only those accommodations identified for instruction on the goal pages can be considered for state and district testing. The accommodations selected for use must relate to the student's disability.)

Grades 3-4-5-6-7-8-11

Dakota STEP

Reading

_Read & Write Gold_____

Math

_none needed_____

Grades 5-8-11

Science

_not given_____

Grades 5, 7 & 10

Stanford

Writing

_Visual aides_____

_Extended time_____

_Frequent breaks_____

District Specific Tests

Name:

Area(s)

_none given_____

What do we look for?

- **Question 3:** Were accommodations identified in the IEP for State Testing “USED” during the assessment administration?
 - Demographic data from the DSTEP page
 - Received from Pearson
 - Assessment accommodations on the IEP
- Do the accommodations bubbled as being used for assessment match the IEP?

Accommodation chart on
page 57 of Test
Coordinator Handbook
(Writing pg. 35)

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud (does NOT include <i>Reading Comprehension</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

Documenting Accommodations (cont.)

1 STUDENT NAME										TEACHER										SCHOOL																													
SCHOOL DISTRICT										GENDER										GRADE										DATE OF BIRTH										TEST DATE (Month/Year)									

2 LAST NAME															FIRST NAME															MI				
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1. ☐ Student will be taking the assessment without accommodations.

2. ☒ Student will be taking the assessment with the accommodations.

*****Teams must consider if the accommodations are approved for the applicable test administration.**

*****List the accommodations the student will be taking for each test/test area.**

(Only those accommodations identified for instruction on the goal pages can be considered for state and district testing. The accommodations selected for use must relate to the student's disability.)

Grades 3-4-5-6-7-8-11

Dakota STEP

Reading

_Read & Write Gold_____

Math

_none needed_____

Grades 5-8-11

Science

_not given_____

Grades 5, 7 & 10

Stanford

Writing

_Visual aides_____

_Extended time_____

_Frequent breaks_____

District Specific Tests

Name:

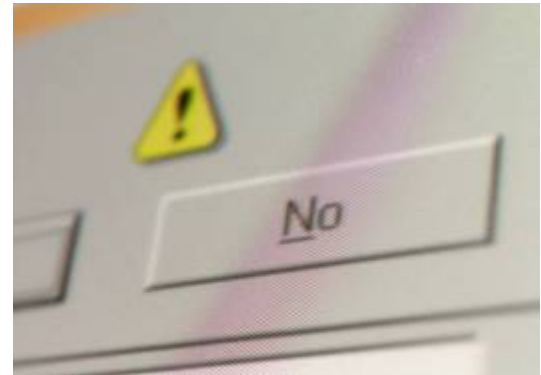
Area(s)

_none given_____



									Reading Test Items read aloud 1
lname	fname	LEP	IEP	504	studentid	districtname	grade	Total Accommo dations	
			Y				7	1	x

Examples not aligned



Question 1: *Are the accommodations/modifications appropriate for the skill area affected by the disability?*

Present Levels:

Summary of Formal Academic Assessment Results::

Standardized academic assessment reveals that _____ is functioning in the above average range in the academic area of math calculation skills. He is functioning in the average range in the academic areas of basic reading skills and math reasoning; and in the low average range in the academic areas of broad reading and reading comprehension. _____ is functioning in the low range in the academic area of written language. During testing, _____ strengths were in his ability to quickly solve one-digit addition, subtraction, and multiplication problems; his ability to solve math calculation problems; his ability to combine 2 or more simple sentences into one sentence; his ability to solve math story problems; and his ability to use phonics to sound out and read non-words. During testing, _____ had the most difficulty with making illogical sentences read logically.

Academic Needs: _____ needs to continue to work on his writing mechanics such as paragraph and sentence writing using correct subject/verb agreement, punctuation, indentation and correct sentence structure. His lack of skill may hinder him in the other academic areas.

Measurable Annual Goal 1

Given writing assignment, _____ will write 3 related paragraphs using correct grammar, sentence structure, punctuation and indentation with 90% accuracy on 5 consecutive trials.

Modifications/Accommodations	Instructional Areas and Location	Frequency and Duration
<u>Directions given in a variety of ways</u>	English/Language Arts Mathematics Science Social Studies Health Reading General Education Classroom	daily , Length of IEP
<u>Tests Read</u>	State/District-wide Assessments English/Language Arts Mathematics Science Social Studies General Education Classroom	daily , Length of IEP

Question 2: *Are the accommodations/modifications provided for DSTEP also provided in their instructional program?*

Modifications and Supplemental Aids/Services or Supports for Student and/or School Personnel

Describe accommodations/program modifications and frequency of these accommodations/program modifications to be used in general and special education, including supplemental aids/services or supports for school personnel, that will be provided to the student.

Modifications/Accommodations	Instructional Areas and Location	Frequency and Duration
Highlighted texts	Science Social Studies General Education Classroom	daily , Length of IEP
Note taking assistance	Science Social Studies General Education Classroom	daily , Length of IEP
Oral tests	State/District-wide Assessments Science Social Studies General Classroom	daily , Length of IEP
Study guides	Science Social Studies General Education Classroom	daily , Length of IEP
Alternative setting	State/District-wide Assessments	As tests are given, Length of IEP

Ex. # 2 Question 2: *Are the accommodations/modifications provided for DSTEP also provided in their instructional program?*

Accommodations/Modifications/Supplementary Aides and Services				Frequency & Duration	Location
1.	Oral Tests – All Subject areas			All Subjects-Testing	Resource Room
2.	<u>Directions given in a variety of ways</u>			All Subjects	<u>Classroom</u>
3.					
4.					

Ex. # 2 Question 2: *Are the accommodations/modifications provided for DSTEP also provided in their instructional program?*

State/District Assessment Accommodations

1. ☐ Student will be taking the assessment without accommodations.
- .. ☒ Student will be taking the assessment with the accommodations and/or modifications.

*****Teams must consider if the accommodations and or modifications are approved for the applicable test administration.**

*****List the accommodations and/or modifications the student will be taking for each test/test area.**

(Only those accommodations and or modifications identified for instruction can be considered for state and district wide testing. Teams must also consider if the accommodations and or modifications are approved for the applicable test administration)

Grades 3-4-5-6-7-8-11

Dakota Step

Reading

Alternative Setting

Oral Tests

Extended Time / Multiple Sessions

Math

Alternative Setting

Oral Tests

Extended Time / Multiple Sessions

Grades 5-8-11

Science

Grades 5 & 9

Stanford

Writing

District Specific Tests

Name: Quarter Tests / Reading First Tests

Area(s)

Alternative Setting

Oral Tests

Extended Time / Multiple Sessions

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Modifications and Supplemental Aids/Services or Supports for Student and/or School Personnel				
Describe accommodations/program modifications and frequency of these accommodations/program modifications to be used in general and special education, including supplemental aids/services or supports for school personnel, that will be provided to the student.				
Modifications/Accommodations	Instructional Areas and Location			Frequency and Duration
Highlighted texts	Science	Social Studies	General Education Classroom	daily , Length of IEP
Note taking assistance	Science	Social Studies	General Education Classroom	daily , Length of IEP
Oral tests	State/District-wide Assessments	Science	Social Studies General Classroom	daily , Length of IEP
Study guides	Science	Social Studies	General Education Classroom	daily , Length of IEP
Alternative setting	State/District-wide Assessments			As tests are given, Length of IEP

Modifications and Supplemental Aids/Services or Supports for Student and/or School Personnel				
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Study guides	Science	Social Studies	General Education Classroom	daily , Length of IEP
Alternative setting	State/District-wide Assessments			As tests are given, Length of IEP

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Oral tests	State/District-wide Assessments	Science	Social Studies General Classroom	daily , Length of IEP
Study guides	Science	Social Studies	General Education Classrom	daily , Length of IEP
Alternative setting	State/District-wide Assessments			As tests are given, Length of IEP

[illegible]

Ex. # 2 Question 3: Were accommodations identified in the IEP for State Testing “USED” during the assessment administration?

Grades 3-4-5-6-7-8-11

Dakota Step

Reading

Alternative Setting

Oral Tests

Extended Time / Multiple Sessions

Grades 3-4-5-6-7-8-11

Dakota Step

Math

Alternative Setting

Oral Tests

Extended Time / Multiple Sessions

student #	grade	Total Accommodations	Reading Test Items read aloud 1	Reading Environmental modifications	Reading Small group administration	Reading Flexible schedules	Math Test Items read aloud	Math Environmental modifications	Math Small group administration	Math Flexible schedules
2	4	4	Y	Y			Y	Y		

Onsite D-STEP Monitoring

- Questions listed from the onsite monitoring sheet are asked.
- Prior to visiting, you will receive a list of student names – their IEP's will need to be printed-
 - IEP will be compared to demographic testing info provided by Pearson
 - Information will be used to determine onsite monitoring visits from SEP

Wrap-Up



Wrap-Up

- What do I need to do today?
 - Are instructional and assessment accommodations aligned
 - No, amend IEP
 - Are all assessment accommodations on the approved accommodation list
 - No, contact DOE for approval or amend IEP

Wrap-Up

- What do I need to do before and day of testing?
 - Structure homogeneous groups for small group administration
 - Prepare for read aloud accommodations
 - Make sure everyone involved is aware of what accommodations are to be provided
 - Verify accommodations were or were not used when coding demographic page
 - If not used as documented on IEP complete a test irregularity form

Wrap-Up

- What do I need to do before the next IEP meeting?
 - Evaluate accommodations to determine if they are still appropriate
 - Get input from the student about their accommodations
 - Make sure need for accommodations can be substantiated and documented

Forms and Technical Assistance

- **SD Accommodations Manual:**

- Learn more about accommodations for instruction and assessment
- Select accommodations for instruction and assessment for individual students
- Administer accommodations during instruction and assessment
- Evaluate and improve accommodation use
- Fact Sheets
- Teacher Tools

Please visit our website:

http://doe.sd.gov/oess/specialed/Assessment_Standards/index.asp

Questions



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